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ABSTRACT

This study of dropout statistics in West Virginia in school year 1984-85 presents the data in the form of graphs. Each graph is followed by a one sentence conclusion and a question or questions about the dropout problem. Topics and questions covered are as follows: (1) was the dropout involved in Educational Consolidation Improvement Act (ECIA) or non-ECIA programs; (2) was the student enrolled in a program in compliance with P.L. 94-142; (3) with whom is the dropout living; (4) the parents' work status; (5) the economic status of the dropout's residence; (6) the parent's education level; (7) the month the dropout left school; (8) the age of the dropout; (9) has the student dropped out and returned previously; (10) the grade level at exit; (11) what was the class size; (12) the dropout's ranking in class; (13) the dropout's scholastic ability; (14) the dropout's program of study; (15) whether the dropout failed any courses at last report; (16) number of years retained; (17) the attendance pattern; (18) the disciplinary record; (19) participation, if any, in extracurricular activities; (20) whose idea was it for the student to leave school; (21) what special efforts were made to retain student; (22) was there an exit interview; (23) were the parents contacted; (24) how did parents feel; (25) what reasons were given for leaving; (26) what reasons did the school give for the student's leaving; (27) what were the student's employment plans; and (28) does the student have future educational plans. Appendices include percentages of dropouts by county (1974-1985), some suggestions for preventive measures, and an annotated list of youth programs arranged by county. (CG)

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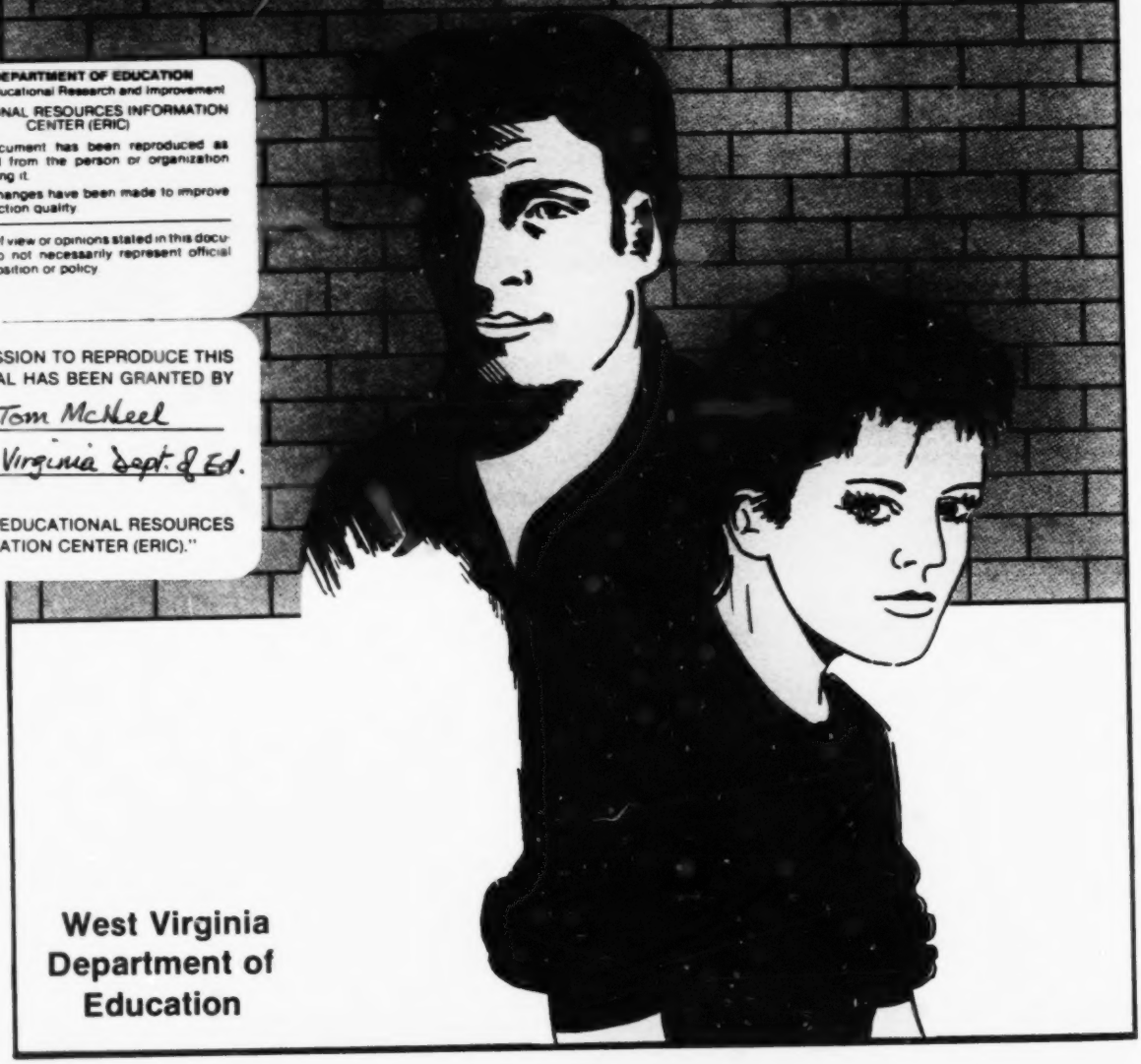
West Virginia Dropout Study 84-85



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The West Virginia Dropout Study
1984-85

February, 1986

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WEST VIRGINIA DEPARTMENT OF EDUCATION
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Charleston, West Virginia

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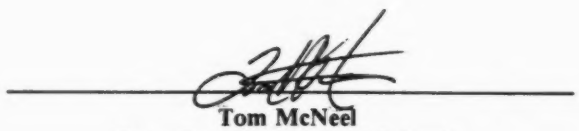
FOREWORD

The West Virginia Board of Education is concerned about students who do not complete their education. Although this is not a new problem, the factors associated with the dropout problem today are serious and of great concern. Failure to complete school is costly. High school dropouts can expect to earn less than graduates over their lifetimes. Research has shown that unemployment rates are twice as high for dropouts as for youth who stayed in school. Education, measured by years of school completed, leads to more weeks worked per year, high hourly wages and significantly higher earnings.

The State Department of Education, in cooperation with the fifty-five county school systems has conducted a survey of student withdrawals annually since the 1968-69 school year. The results of each year's survey have shown a gradual decline in West Virginia's dropout rate from 26.34 in 1973-74 to 19.43 in 1984-85. Although the rate is declining, there are far too many students leaving the educational process and the challenge to reconcile the dropout problem remains a major goal of every educator.

The purpose of this study is to gain information about the students dropping out of school and a more complete description of the individuals who drop out. After studying this profile and other pertinent information, educators may be better able to identify the potential dropout and take measures to prevent the student from leaving school.

It is hoped that all who read this report will analyze the data in light of their own circumstances. The value of the study can only be determined by the design, development and implementation of programs using the information provided by this report. It is essential that we do our best for the youth of our state. Our major thrust must be at stopping potential dropouts from leaving before completing an adequate basic education and developing sufficient employability skills.



Tom McNeel
State Superintendent of Schools

THE WEST VIRGINIA DROPOUT STUDY: ONLY THE BEGINNING

It cannot be predicted with absolute certainty that a boy or girl will be a dropout. But it is possible to make a prediction with a high degree of accuracy. An analysis of the data presented in this report will assist educational personnel, parents and lay citizens in developing a wide variety of approaches to reduce dropout rates. Parents, community and the school must work together to increase the school's holding power, reduce community problems and assist students in achieving their potential.

Many factors contribute to how a student behaves. But central to all of these factors is the student's perception of himself/herself. Self-concept determines psychological, social, emotional and educational actions. Ideas about self are learned from many experiences. If these experiences are negative then the feelings and behaviors the experiences create are also negative. Recent studies indicate that negative perceptions and feelings may cause dislike of school, family, home situation and environment.

Nearly 18 percent of the school dropouts said they didn't like school and another 27 percent said they lacked interest or motivation. These feelings did not occur overnight. When we ask a third grader if he or she likes school, the response, almost overwhelmingly, is yes. By sixth grade the student's response often changes and by tenth grade the student drops out. Educators and parents need to "tune-in" on what children are experiencing and decrease the negative behaviors while increasing the positive behaviors. Studies have concluded that successful students are likely to see themselves in essentially positive ways. This requires that students be assisted positively in maintaining, protecting and enhancing the self of which they are aware.

The Department of Education supports programs designed: 1) to give students the skills to handle developmentally appropriate concerns and 2) to give students positive experiences aimed at keeping them in school.

Policy 2510, Regulations for General, Vocational and Special Educational Programs, requires the implementation of a developmental guidance program during the middle childhood years. In this program, learner needs which are related to self understanding, interpersonal relations, decision making and career development are systematically addressed through classroom guidance activities, peer counseling programs, teacher advisory activities and parent groups. The program is designed to creatively arrange conditions within the system to encourage children's positive self-growth.

In addition, the Department of Education has requested funding from the Legislature to implement several Improvement Packages intended to reduce the dropout rate. One package uses the Federal Job Training Partnership Act funds to implement a statewide dropout prevention program consisting of the following components: preemployment skill-training; dropout prevention/preemployment; skills training; work experience; try out employment; and on-the-job training.

A second package is a request for a summer school and work program aimed at ninth grade potential dropouts. Direct parental involvement makes this program unique.

A third package requires the identification of students who are abused and neglected. Programs will be implemented to break the abuse cycle and assist in meeting the social, emotional and academic needs of these students.

Funding has also been requested to expand the delivery of remedial reading and math programs. High risk students will benefit from these services. This improvement in their educational experience will cause a reduction in the dropout rate. Reduction in the dropout rate is also being pursued through the requisition of funds to provide additional days for teachers to make home visits and the expansion of preschool education programs to greater numbers of high risk children.

The Department of Education joins the county school systems in their effort to deal with the dropout problem. This report is written from the data submitted by the counties. Conclusions must be made cautiously. Program efforts need to start at the early childhood level and continue through adulthood. In the appendix section of the document activities aimed at dropout prevention are listed as suggestions for dropout prevention.

HOW MUCH DO YOU KNOW ABOUT WEST VIRGINIA DROPOUTS?

The state dropout data provide the following information. Calculating dropout percentages is explained in the appendix section.

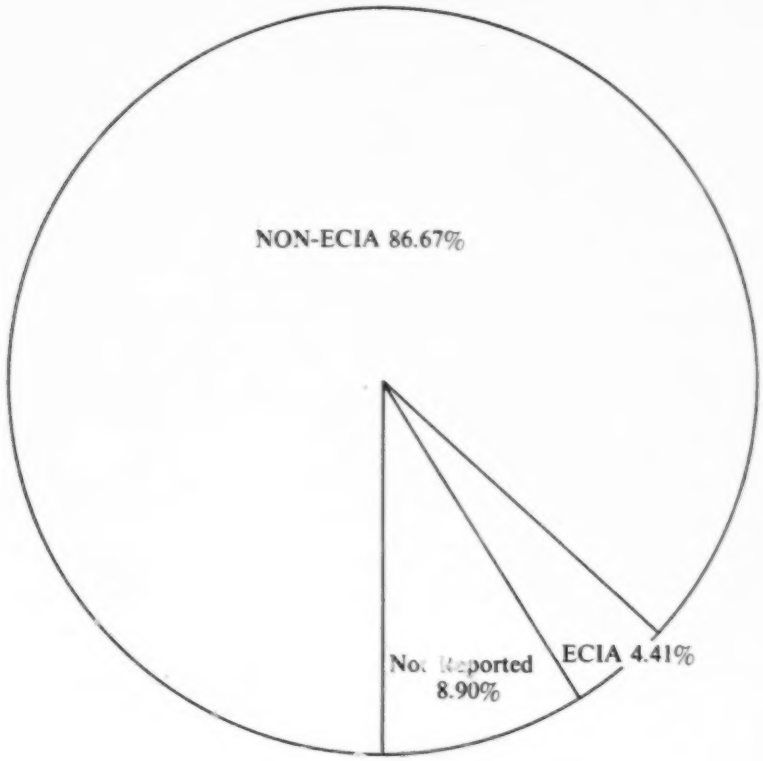
	%
Own idea to leave school - dropouts' reasons for leaving	78.20
Never participated in extra curricular activities	66.16
Male	55.75
Pupil living with parents	51.74
Irregular attendance in grades 9-12	49.91
Had no disciplinary record	47.36
Ranked in bottom quartile of class	44.45
Failed 4 or more courses	40.48
Age 16	40.00
Irregular attendance in grades 5-8	34.86
Never been retained	34.46
Referred to counselor	31.99
Enrolled in a special education program	19.68

The following charts provide a graphical presentation of the data. Each chart gives the responses a percentage value. When analyzing the information please take note of the not reported percentages.

A "Conclusion" follows each graph. In addition "Question(s)" are listed to give educational personnel something to think about. These question(s) may provide helpful hints to working with dropouts.

WAS THE DROPOUT ECIA OR NON-ECIA?

ECIA participation: Grid in "yes" if the student is currently involved in an instructional or service project funded by ECIA Chapter 1. Grid in "no" if the student is not currently in an ECIA program.



ECIA OR NON-ECIA

CONCLUSION: Over 86 percent of dropouts are not involved in an ECIA program.

QUESTION: Do the students who have failed courses need remedial education programs?

WAS THE STUDENT ENROLLED IN A PROGRAM IN COMPLIANCE WITH P.L. 94-142?

EXCEPTIONAL CHILD

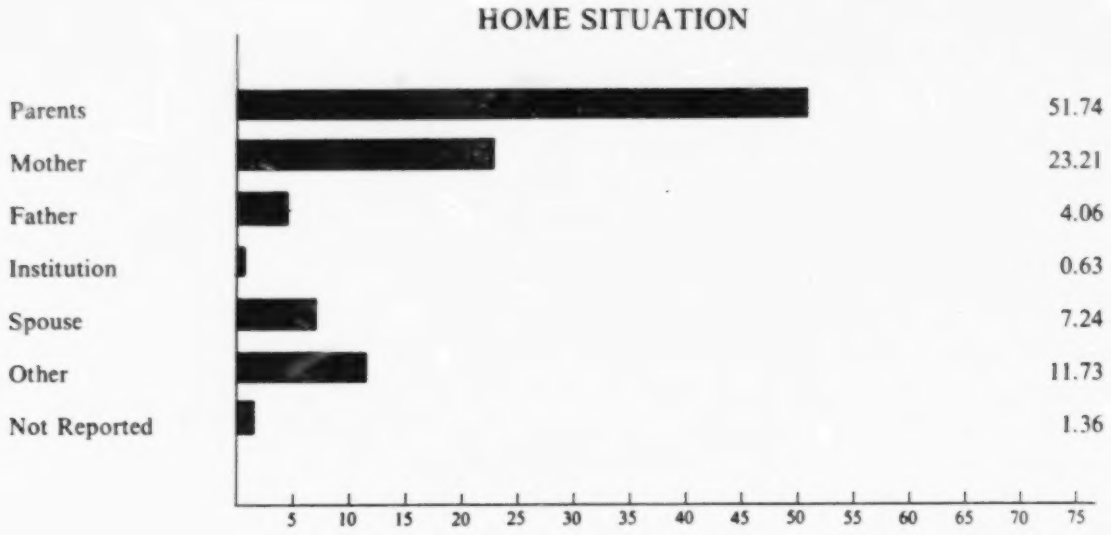
Not an Exceptional Child	80.32
Behavior Disorders	1.54
Communication Disorders	0.03
Gifted	0.09
Hearing Impaired	0.01
EMI/IMI/PMI	7.65
Physically Handicapped	0.16
Specific Learning Disabilities	7.30
Visually Impaired	0.09
Not Reported	2.75

CONCLUSION: Less than 20 percent of the dropouts were enrolled in a program in compliance with P.L. 94-142.

QUESTION: Were all the students requiring exceptional programs identified?

WHO IS THE DROPOUT LIVING WITH?

Pupil living with: Grid in the response that corresponds with whom the student is living.

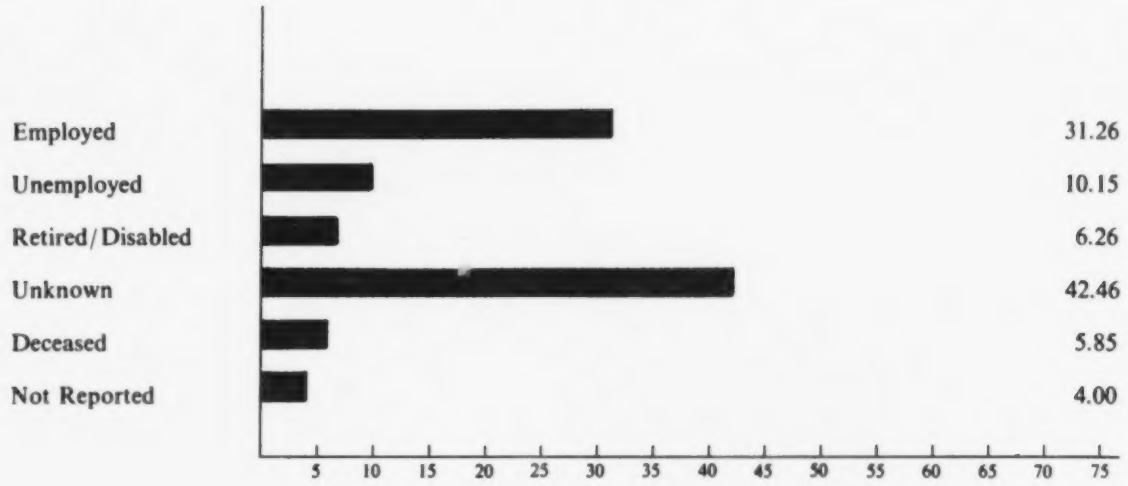


CONCLUSION: Over 51 percent of the dropouts live with their parents.

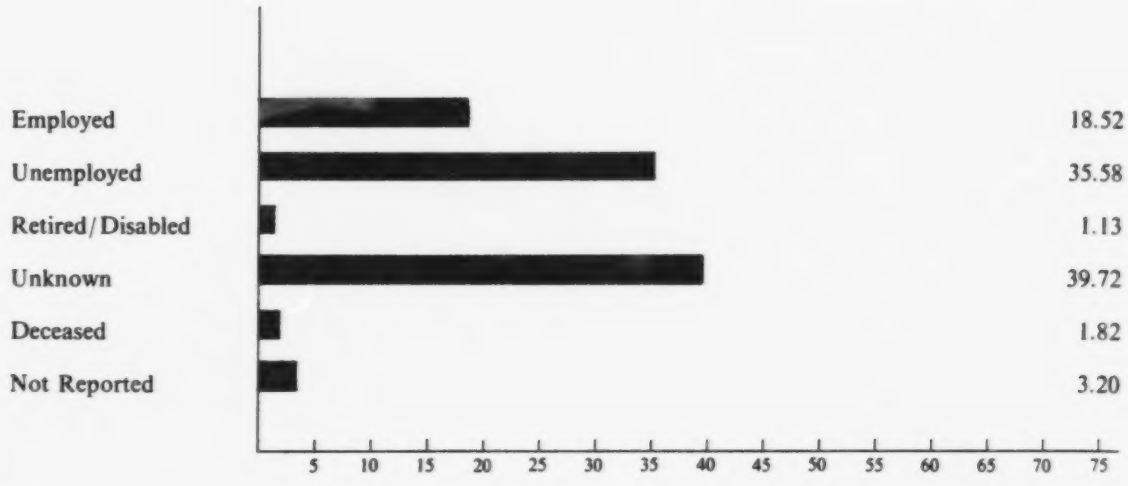
QUESTION: How can we help these parents influence their children to stay in school?

WHAT IS THE WORK STATUS OF THE PARENTS?

FATHER



MOTHER

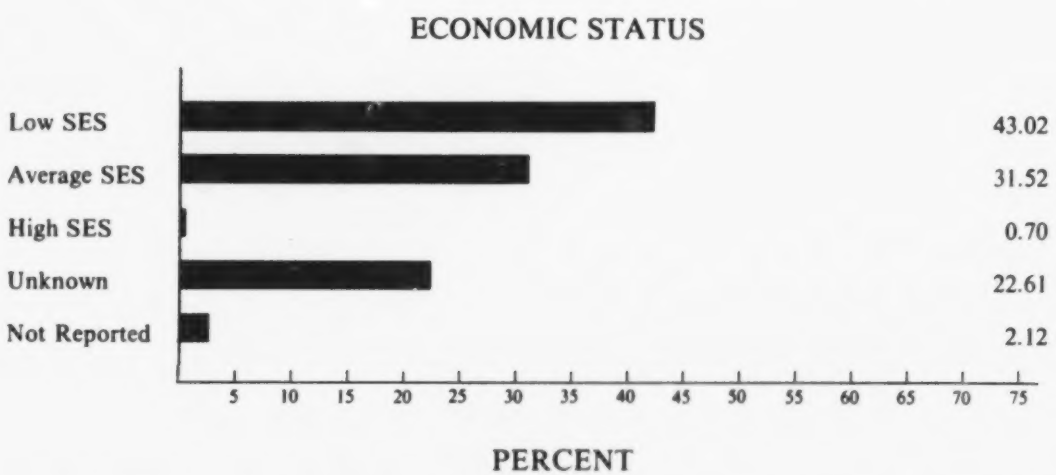


CONCLUSION: Over 31 percent of the fathers are employed and over 18 percent of the mothers are employed.

QUESTION: Do the mothers have employable skills?

WHAT IS THE ECONOMIC STATUS OF DROPOUT'S RESIDENCE?

Economic status of residence: Economic status is based on subjective judgement. Reference point for "Average" is the larger community of the city or town, not the immediate neighborhood. (Example: A household economically average for its neighborhood, but which is considered below the mean income for a city, would be determined "low SES.") Rural schools should consider the county as the point of reference. Grid in the response corresponding to the appropriate category.

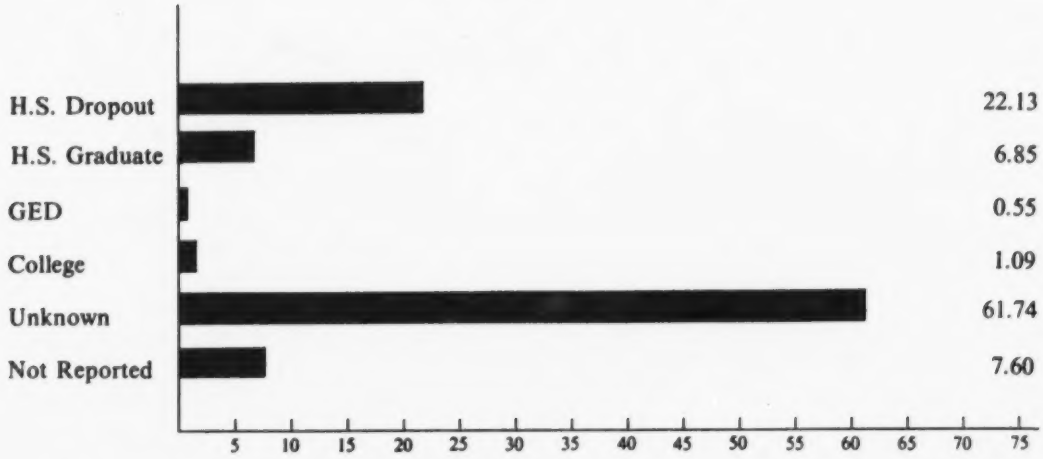


CONCLUSION: Over 43 percent of the dropouts live in a household which is below the average income for the county.

QUESTION: How does a low SES household influence a student to drop out of school?

WHAT IS THE EDUCATION LEVEL OF THE PARENTS?

FATHER



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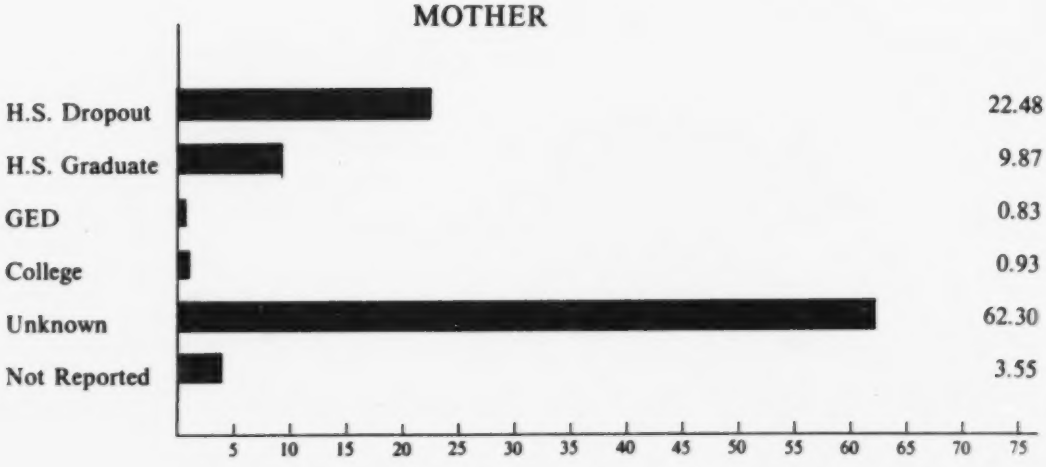
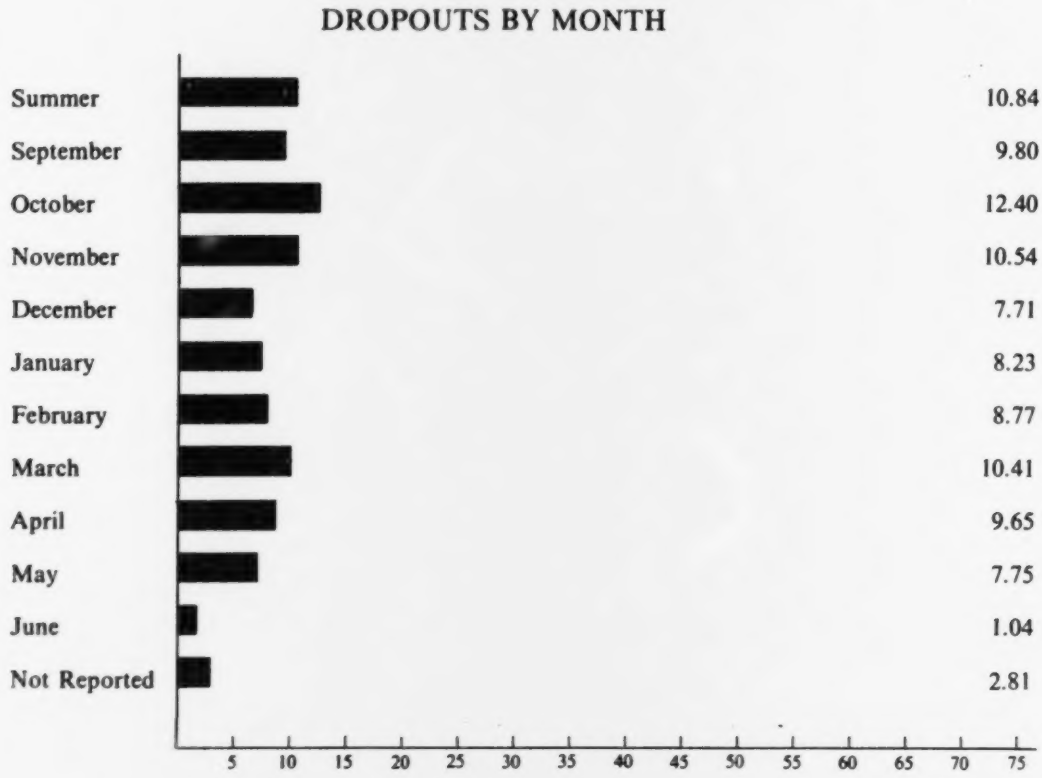


CONCLUSION: Twenty percent of parents of school dropouts were reported as having also dropped out of school. The education level of over 60 percent of the parents is not known.

QUESTION: Can we encourage participation in adult education classes?

WHEN DID DROPOUT LEAVE SCHOOL?

Month of change in student status: Grid in the month the student withdrew. All summer dropouts are considered as having been in school the previous June but did not begin school in September.

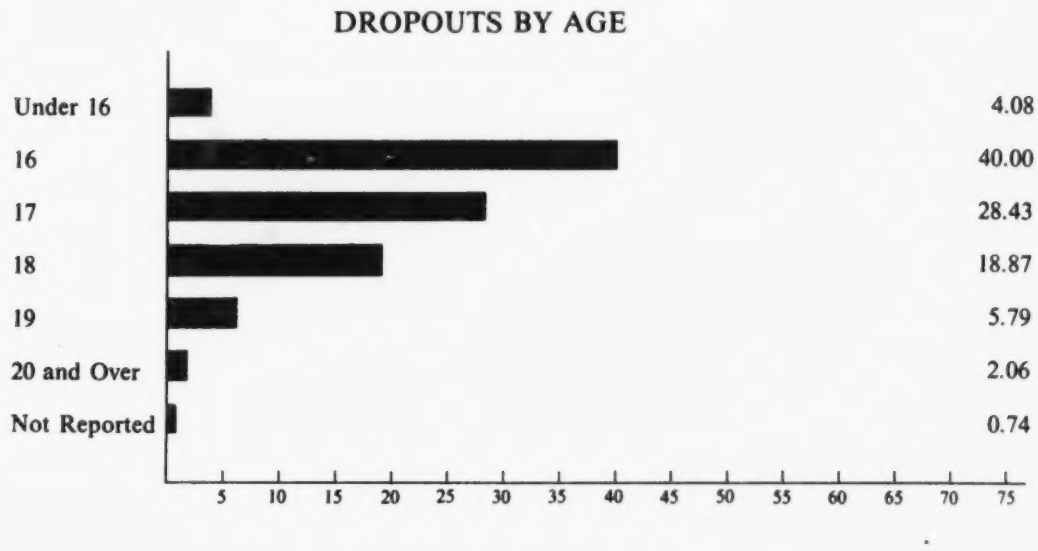


CONCLUSION: Over 12 percent of the dropouts left school in October with summer, November and March being the next highest times.

QUESTION: What can we do to help students over the October hurdle?

AT WHAT AGE DID DROPOUT LEAVE SCHOOL?

Age at status change: Grid in the student's age at time of withdrawal.

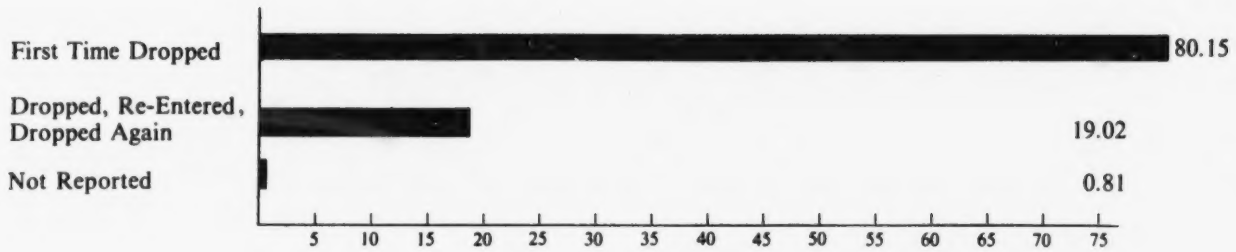


CONCULSION: Over 40 percent of the dropouts leave at age 16.

QUESTION: Can we provide particular attention to students as they reach their 16th birthday?

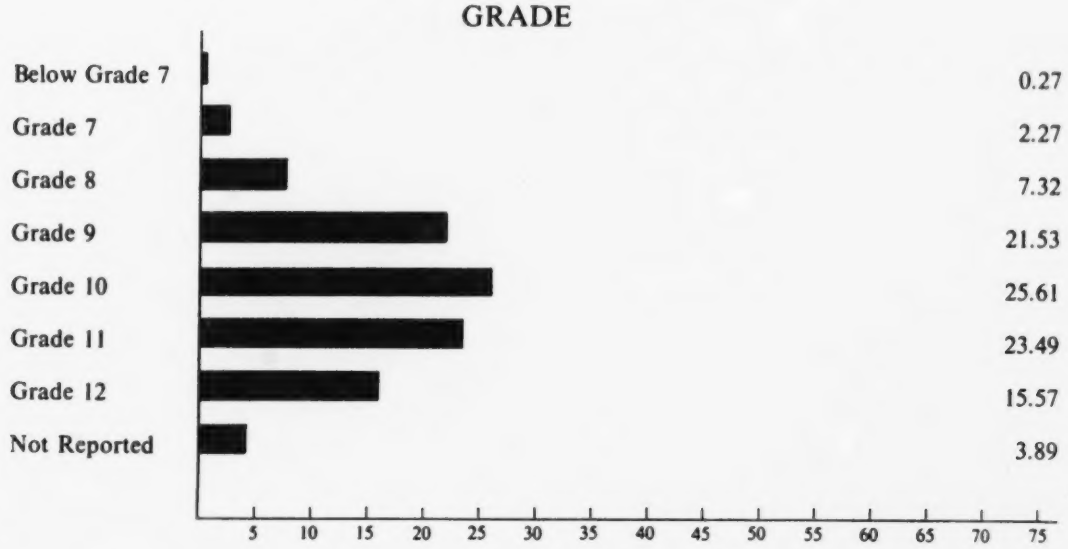
WHAT IS THE STUDENT'S DROPOUT STATUS?

DROPOUT STATUS



WHAT IS THE GRADE AT EXIT?

GRADE

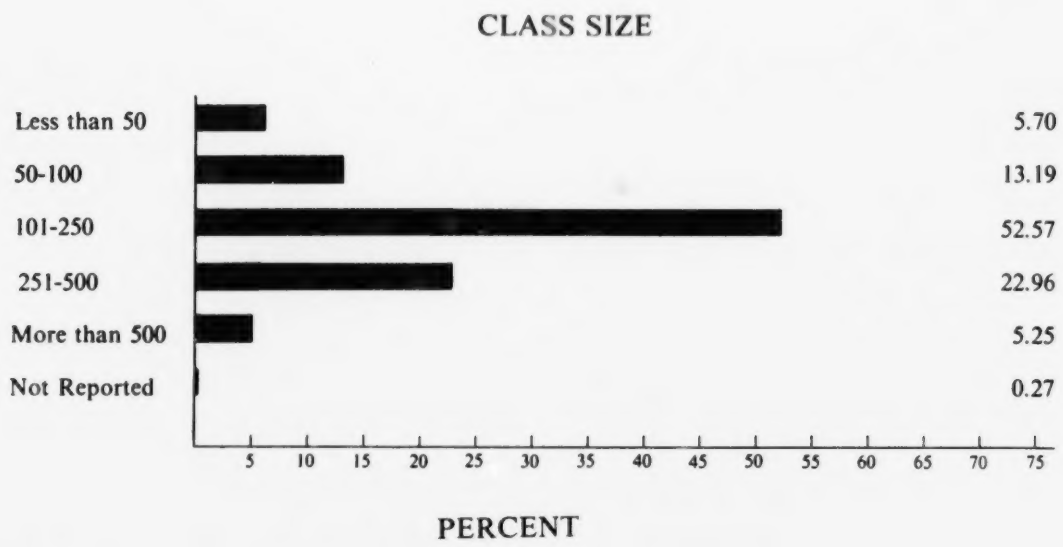


CONCLUSION: Over 80 percent of the dropouts are first time dropouts. The majority leave in grades 9, 10 and 11.

QUESTIONS: After a student has dropped out what can we do to get them to re-enter? Do we need more individual and group guidance in grades 9, 10 and 11?

WHAT WAS THE SIZE OF THE CLASS?

Class size: Class size indicates the number of students in your school enrolled in the same grade as the student dropping out.

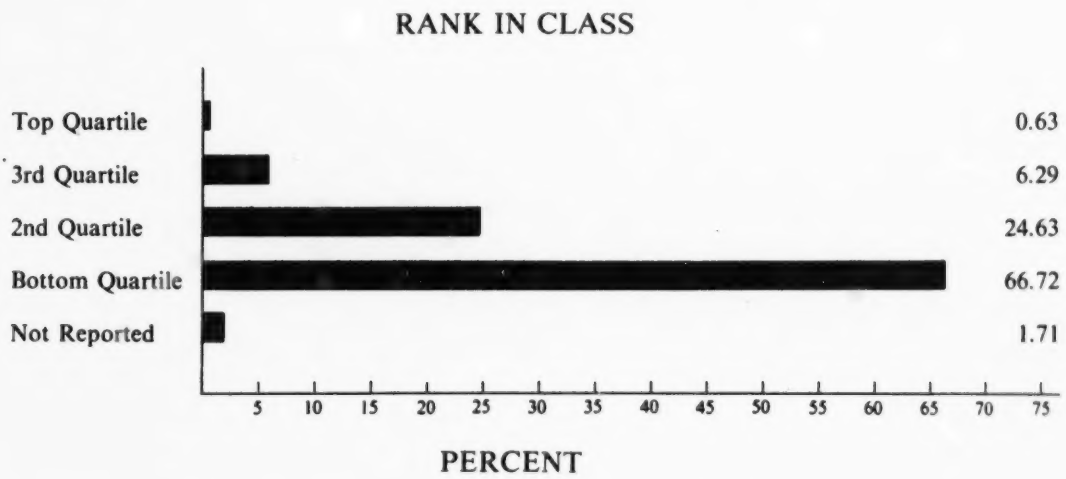


CONCLUSION: Over 52 percent of the dropouts are in a class that has between 101-250 students.

QUESTION: Would smaller class size decrease dropout rate?

HOW DOES THE DROPOUT RANK IN CLASS?

Estimated rank in class: Estimated quartile academic rank in class should be based on statistical data when possible. If such information is lacking, the item may be completed by subjective judgment of the counselor or school official whose judgment is considered most relevant.

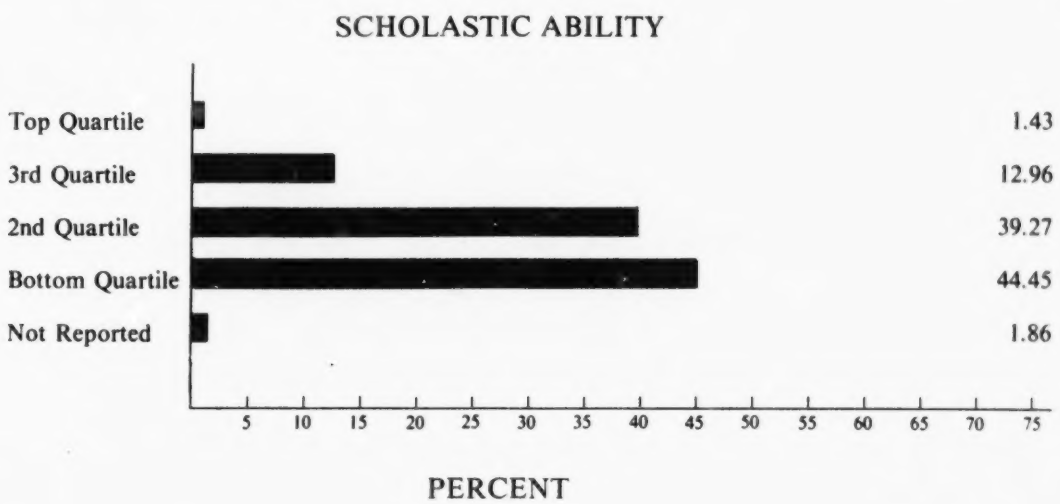


CONCLUSION: Over 66 percent of the dropouts rank in the bottom quartile of their class.

QUESTION: Do students in the bottom quartile of the class need remedial education programs?

WHAT IS DROPOUT'S SCHOLASTIC ABILITY?

Scholastic ability: Grid in the estimated quartile rank that indicates the student's scholastic ability as measured by the most recent test.



CONCLUSION: Over 44 percent of the dropouts rank in the bottom quartile in scholastic ability.

QUESTION: Why do 66 percent of the dropouts rank in the bottom quartile (as recorded on previous chart) when over 22 percent of them have higher scholastic ability than the bottom quartile?

THE DROPOUT WAS IN WHAT PROGRAM OF STUDIES?

Program of studies: Grid in the choice that corresponds to the type of program in which the student was enrolled.

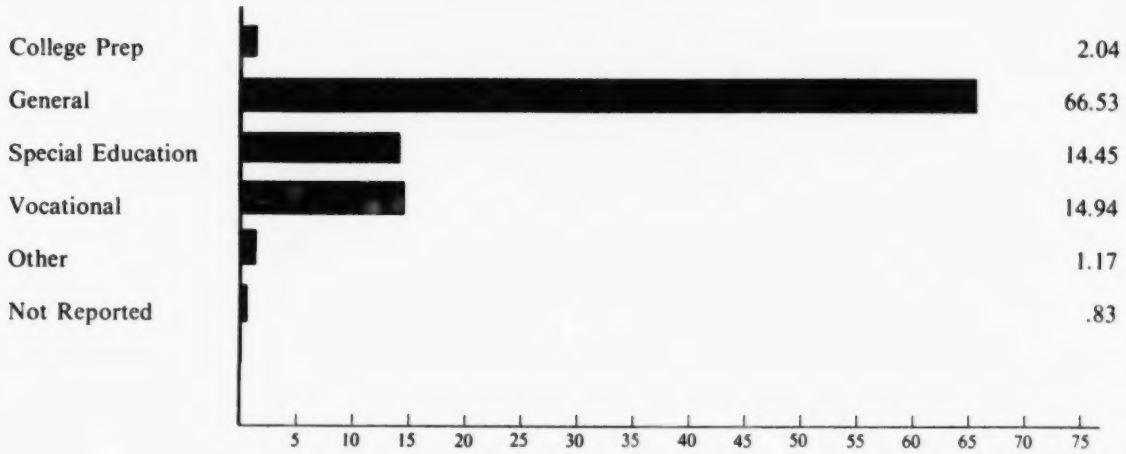
COLLEGE PREP - A program of studies designed to prepare one for admission to higher education.

GENERAL - A program not specifically designed to prepare for college.

SPECIAL EDUCATION - A modified program for students (e.g., communication disorders, behavior disorders) who deviate so far physically, mentally, emotionally, or socially from the relatively homogeneous groups of so-called "normal" students that the standard curriculum is not suitable for their needs.

VOCATIONAL - A program of practical work or instruction in some vocational subject, preparing the student for competent service in a nonprofessional or semi-professional occupation (e.g., welding, auto mechanic, carpentry, etc.)

PROGRAM OF STUDIES



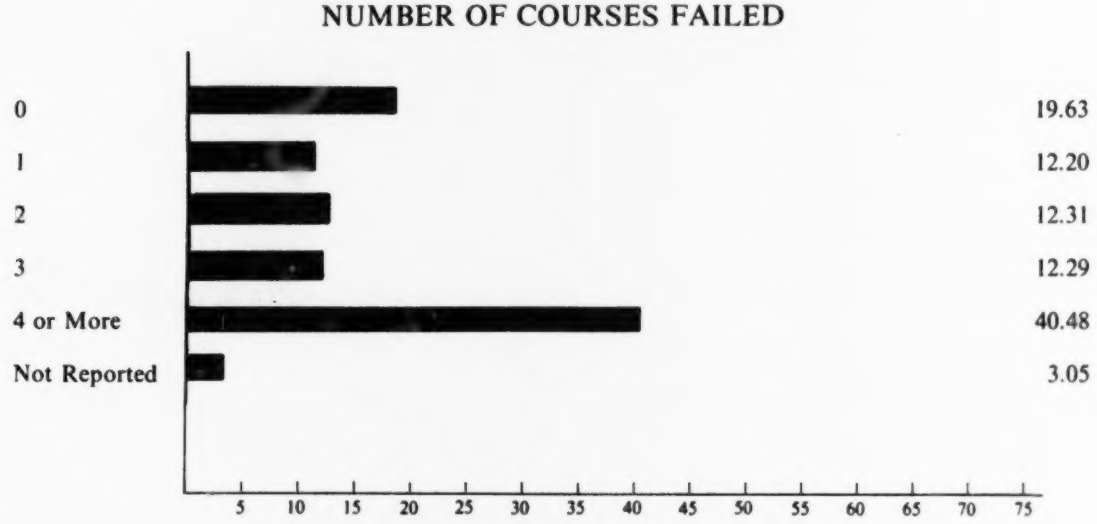
PERCENT

CONCLUSION: Over 66 percent of the dropouts are enrolled in a general education program of study.

QUESTION: Would potential dropouts benefit from a vocational program of studies?

HAS THE DROPOUT FAILED ANY COURSES AT LAST REPORT?

Number of courses failed at last report: Grid in the number of courses the student failed during the working semester immediately preceding withdrawal.

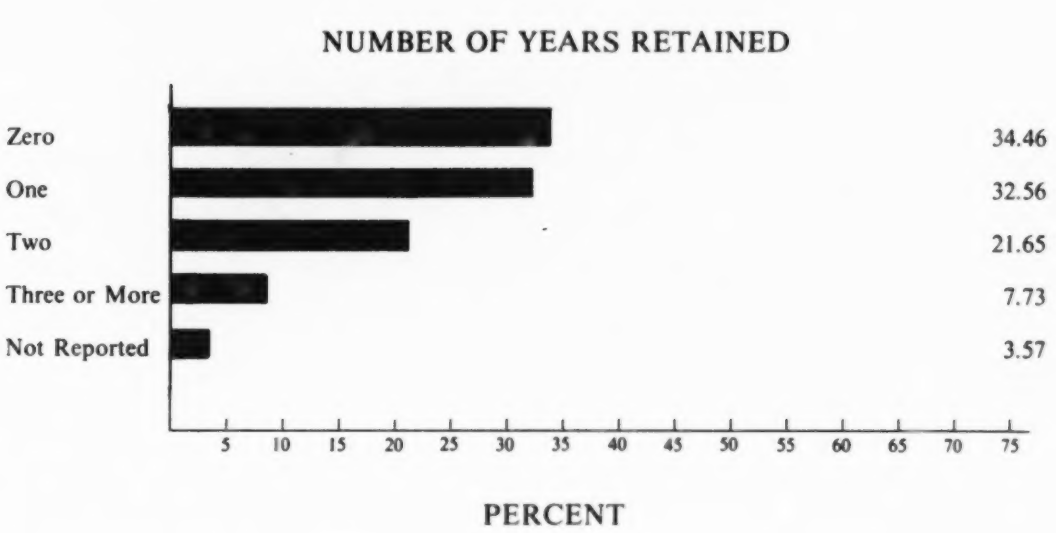


CONCLUSION: Over 40 percent of the dropouts failed 4 or more courses during the working semester immediately preceding withdrawal.

QUESTION: Did counselors talk to the students who failed courses? Were remedial programs provided?

NUMBER OF YEARS RETAINED

Number of years retained: Grid in the oval to indicate the number of years the student was retained throughout his/her entire school career.



CONCLUSION: Over 34 percent of the dropouts had never been retained in school.

QUESTION: How many promotions were social promotions?

WHAT WAS THE ATTENDANCE PATTERN OF THE DROPOUT IN MIDDLE CHILDHOOD AND ADOLESCENT EDUCATION?

Attendance: Grid in the appropriate response which most closely corresponds to the student's attendance pattern while in school. Information should be entered in both 5-8 and 9-12 columns for ALL students in senior high school (grades 9-12). If the student is in grades 7 through 9, grid in the area only on the left-hand side. Attendance may be considered:

REGULAR when the number of unexcused absences was insufficient to cause concern.

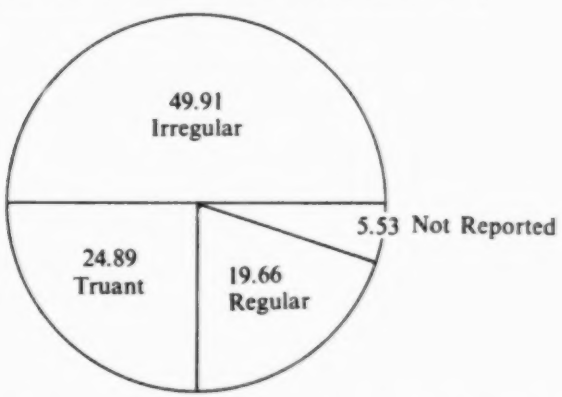
IRREGULAR when unexcused absences approximate 10% of the time school was in session.

TRUANT when the number of unexcused absences exceeds 10% of the time school was in session.

(NOTE: This definition does not coincide with the West Virginia School Code.)

DROPOUTS' ATTENDANCE IN
MIDDLE CHILDHOOD EDUCATION (Grades 5-8)

DROPOUTS' ATTENDANCE RECORD IN
ADOLESCENT EDUCATION (Grades 9-12)



CONCLUSION: Dropouts had better attendance patterns in middle childhood grades than at the adolescent level.

QUESTION: What can we do to encourage attendance?

WHAT IS THE DISCIPLINARY RECORD OF THE DROPOUT?

Disciplinary Record: The disciplinary record refers to administrative actions taken prior to the time of dropping out. Expulsion means the action taken by school authorities compelling a student to withdraw from school for such reasons as extreme behavior or incorrigibility. Suspension means temporary dismissal of a student from school, usually by school personnel having authority granted by the board of education.

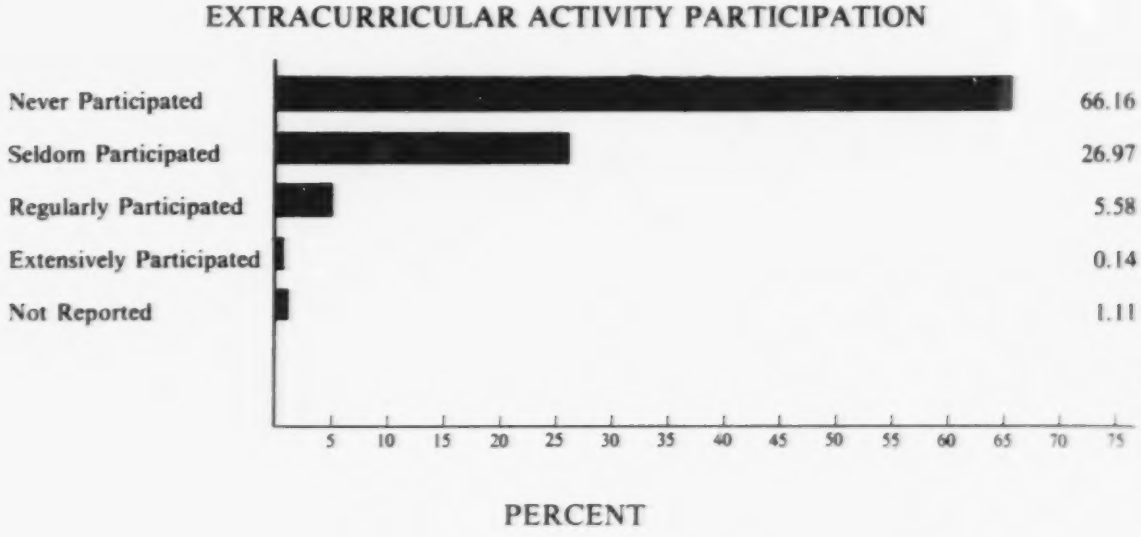
DISCIPLINARY RECORD

CONCLUSION: Over 47 percent of the dropouts had no disciplinary record.

QUESTION: Since dropouts are not trouble makers, do we ignore them?

DID THE DROPOUT PARTICIPATE IN EXTRACURRICULAR ACTIVITIES?

Extracurricular activities: Grid in the response which you feel best describes the student's participation in extracurricular activities sponsored by the school.



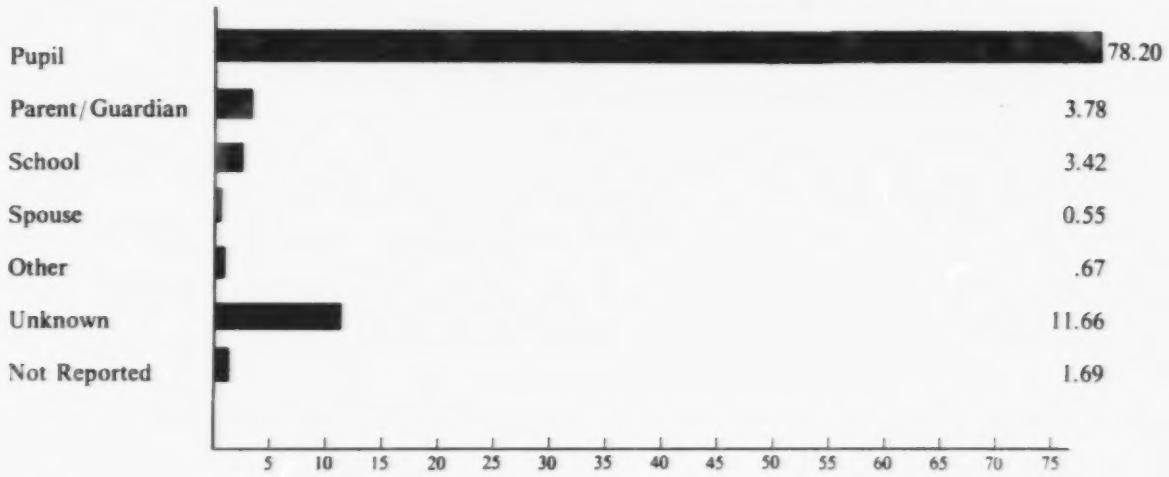
CONCLUSION: Over 93 percent of the dropouts seldom, if ever, participated in extracurricular activities.

QUESTION: How can we help students feel ownership for the school?

WHOSE IDEA WAS IT FOR THE DROPOUT TO LEAVE SCHOOL?

Whose idea to leave school: Grid in the response that corresponds to whomever is designated by the student as the person whose idea it was for the student to leave school.

PERSON INFLUENCING DECISION TO LEAVE SCHOOL



CONCLUSION: Over 78 percent of the dropouts said it was their own idea to leave school.

QUESTION: How can we influence negative attitudes and make them positive?

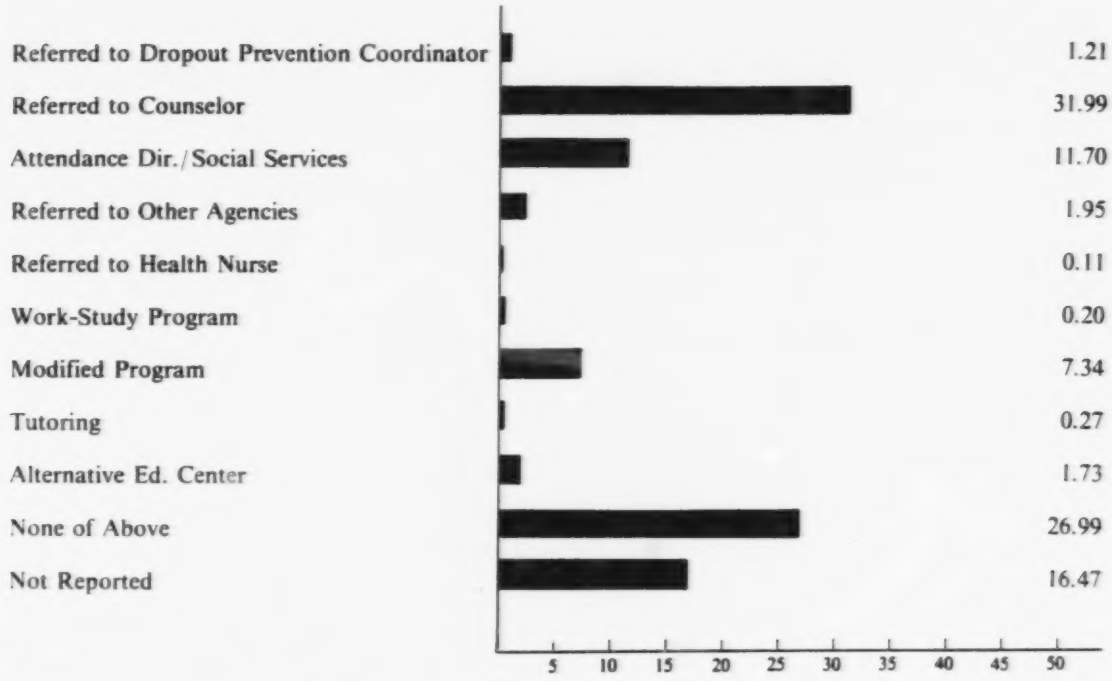
WERE ANY SPECIAL EFFORTS MADE BY THE SCHOOL TO HELP THE DROPOUT?

Special efforts made by school: This item concerns special efforts made by the school to help the student continue his/her education during the regular school term preceding dropping out. Grid in the response that corresponds to efforts made for the student. The term:

Work-Study Program - includes any special provision whereby a part of the student's day is spent in school and part in supervised employment.

Modified Program - refers to any program modifications other than work-study programs.

SPECIAL EFFORTS MADE

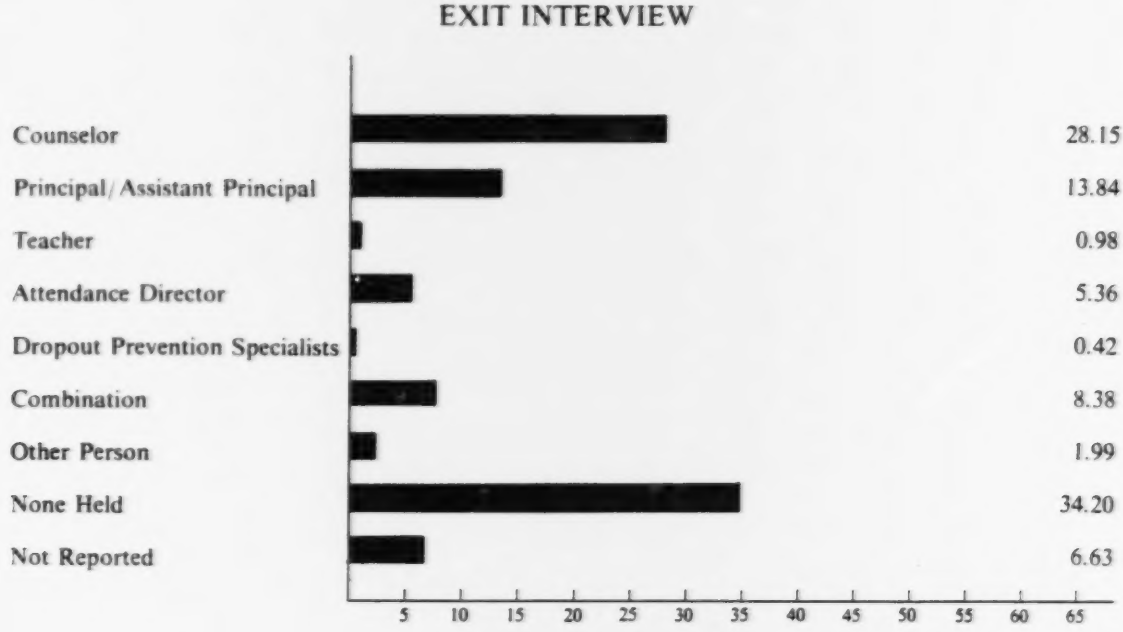


CONCLUSION: Over 31 percent of the dropouts were referred to the school counselor to help the student continue his/her education.

QUESTIONS: How can we increase counselor referrals?
Do we need more dropout prevention coordinators?

WAS AN EXIT INTERVIEW WITH THE DROPOUT HELD?

Exit interview with whom: An exit interview normally occurs just prior to the withdrawal of the student, and is defined as a personal interview between the student and his/her principal, counselor, teacher(s), attendance director, dropout prevention specialist, a combination of these people or others. Grid in the response that indicates the person(s) with whom an exit interview was held.

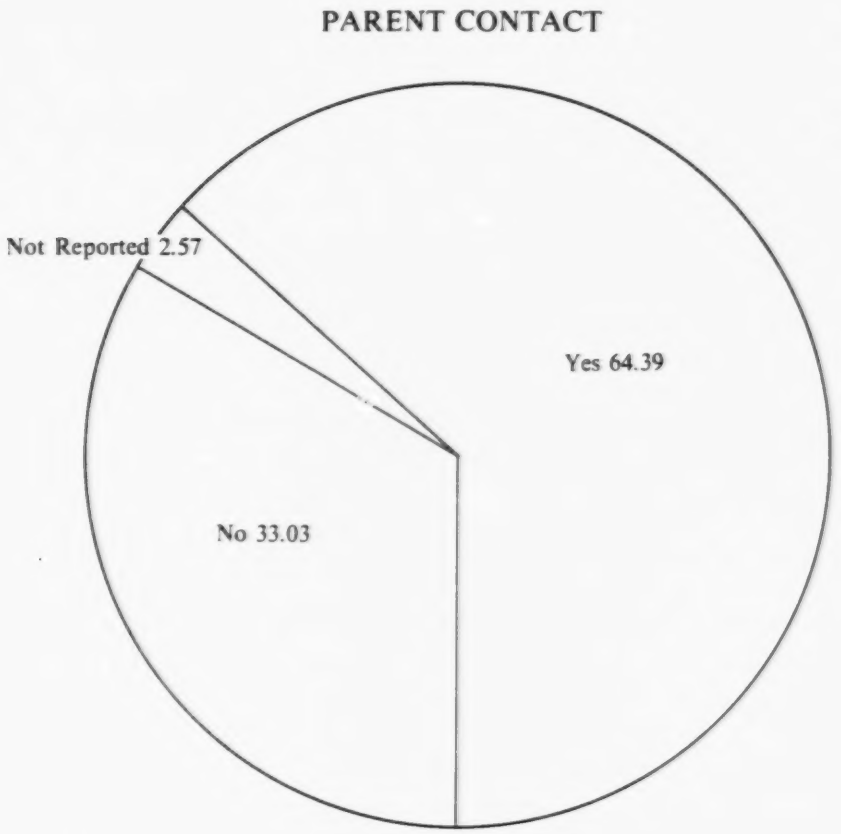


CONCLUSION: Over 34 percent of the students did not talk with anyone before they left school.

QUESTIONS: Do we need to make an effort to talk to **potential** dropouts before they finally make the decision to drop?
Do we have too few dropout prevention specialists?

WERE THE PARENTS OF THE DROPOUT CONTACTED?

Were parents contacted: Parent contact, whether initiated by school or home, refers to personal contact with the home or guardian at the time of dropping out, immediately prior or subsequent to student's withdrawal from membership. Grid in the response corresponding to the appropriate answer in the space provided.

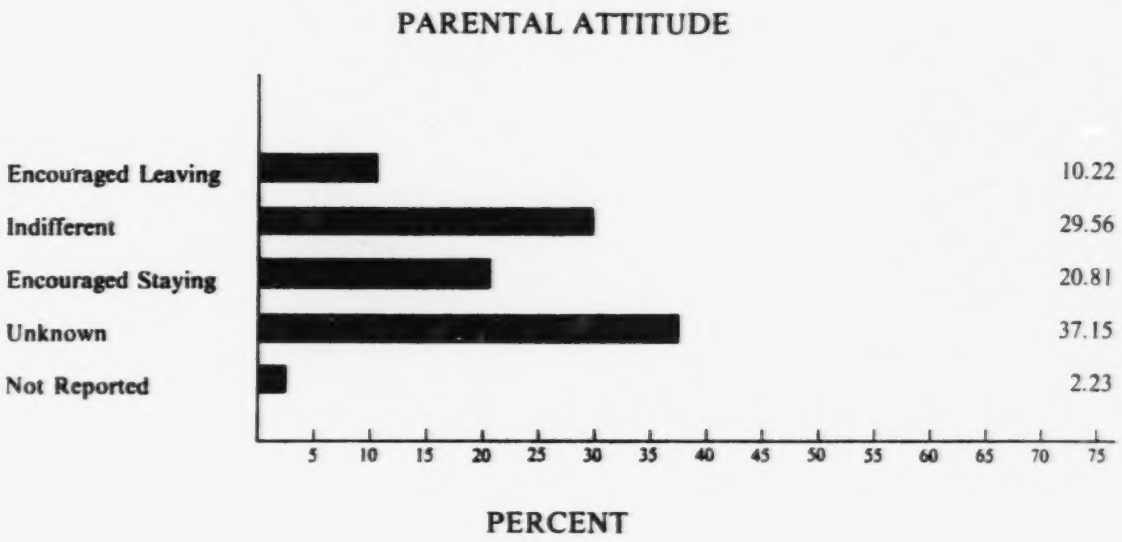


CONCLUSION: Over 64 percent of the parents of dropouts were contacted.

QUESTION: How can we solicit the help of parents to keep students in school?

HOW DID THE PARENTS FEEL ABOUT THEIR CHILD DROPPING OUT?

Parent attitude toward dropping out: Grid in the appropriate response of the parental attitude regarding dropping out.



CONCLUSION: The attitude of the parents of over 37 percent of the dropouts is not known.

QUESTION: Can we initiate programs to inform parents about the need for education?

WHAT REASONS DID THE STUDENTS GIVE FOR LEAVING SCHOOL?

Reasons	Boys	Girls	Total
Academic Difficulty	8.79	5.30	7.24
Behavioral Difficulty	2.13	0.71	1.50
Dislike of School Experiences	20.18	14.31	17.58
Economic Reasons	2.13	0.67	1.49
Employment	4.51	1.22	3.05
Family Care Responsibility	0.83	4.88	2.62
Lack of Appropriate Curriculum	0.83	0.63	0.74
Lack of Interest or Motivation	29.67	22.94	26.70
Marriage	1.06	9.34	4.73
Pregnancy	0.00	6.44	2.85
Marriage/Pregnancy	0.10	3.70	1.69
Needed at Home	0.83	1.97	1.34
Parental Influence	0.70	1.17	0.91
Physical Illness/Disability	0.73	1.09	0.89
Exceeded Allowable Absences	3.10	2.86	2.99
Poor Pupil-Staff Relationships	1.03	0.21	0.67
Poor Relationships With Fellow Pupils	0.26	0.37	0.31
Transportation Difficulty	0.20	0.42	0.29
Unknown	13.83	12.00	13.02
Other	3.91	4.80	4.30
Not Reported	5.08	4.88	4.99
	N=2992	N=2375	N=5367

CONCLUSION: Over 52 percent of the dropouts gave direct school related reasons for leaving.

QUESTION: What can we do to increase interest in school?

WHAT REASONS DID THE SCHOOL GIVE FOR THE STUDENTS LEAVING SCHOOL?

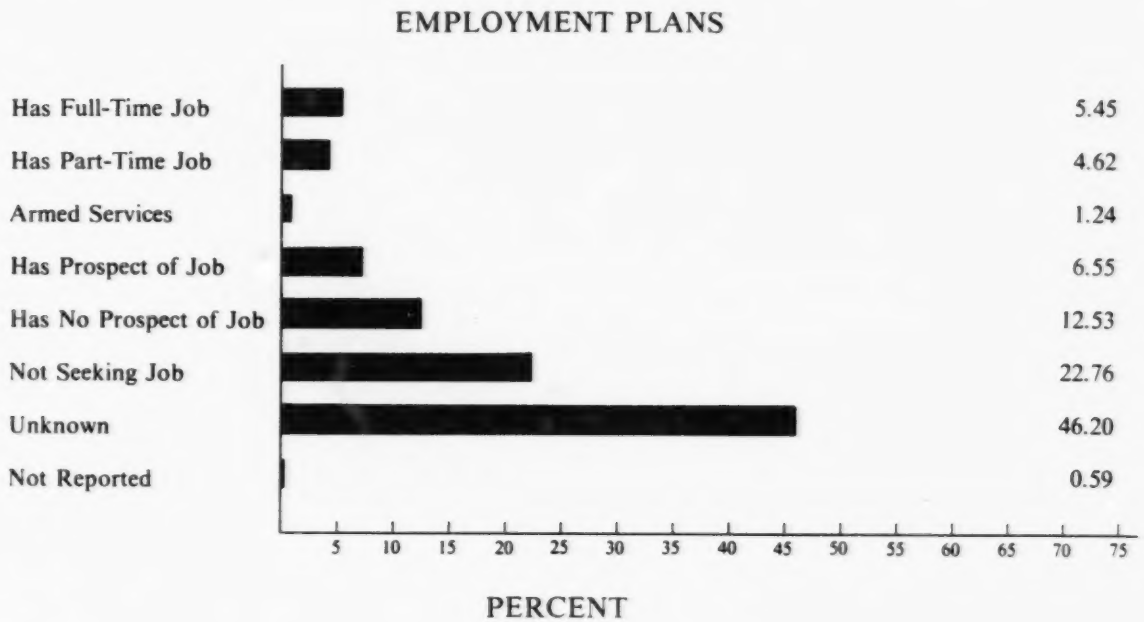
Reasons	Boys	Girls	Total
Academic Difficulty	10.72	5.72	8.51
Behavioral Difficulty	4.07	1.26	2.83
Dislike of School Experiences	13.50	10.61	12.22
Economic Reasons	1.43	0.54	1.04
Employment	2.80	0.80	1.91
Family Care Responsibility	0.83	4.33	2.38
Lack of Appropriate Curriculum	0.93	0.71	0.83
Lack of Interest or Motivation	41.00	32.16	37.09
Marriage	1.13	7.83	4.09
Pregnancy	0.00	6.02	2.66
Marriage/Pregnancy	0.10	3.53	1.62
Needed at Home	0.36	1.26	0.76
Parental Influence	0.96	1.68	1.28
Physical Illness/Disability	0.36	0.96	0.63
Exceeded Allowable Absences	4.91	4.25	4.62
Poor Pupil-Staff Relationships	0.53	0.12	0.35
Poor Relationships With Fellow Pupils	0.33	0.29	0.31
Transportation Difficulty	0.06	0.29	0.16
Unknown	6.95	7.07	7.00
Other	4.14	5.17	4.60
Not Reported	4.77	5.30	5.01
	N=2992	N=2375	N=5367

CONCLUSION: The schools felt that over 58 percent of the dropouts left for direct school related reasons.

QUESTIONS: Why are the schools' reasons different from the students' reasons?
How can we increase interest in school?

DID THE DROPOUT HAVE EMPLOYMENT PLANS?

Work plans: Grid in the response that corresponds to the immediate work plans of the student.

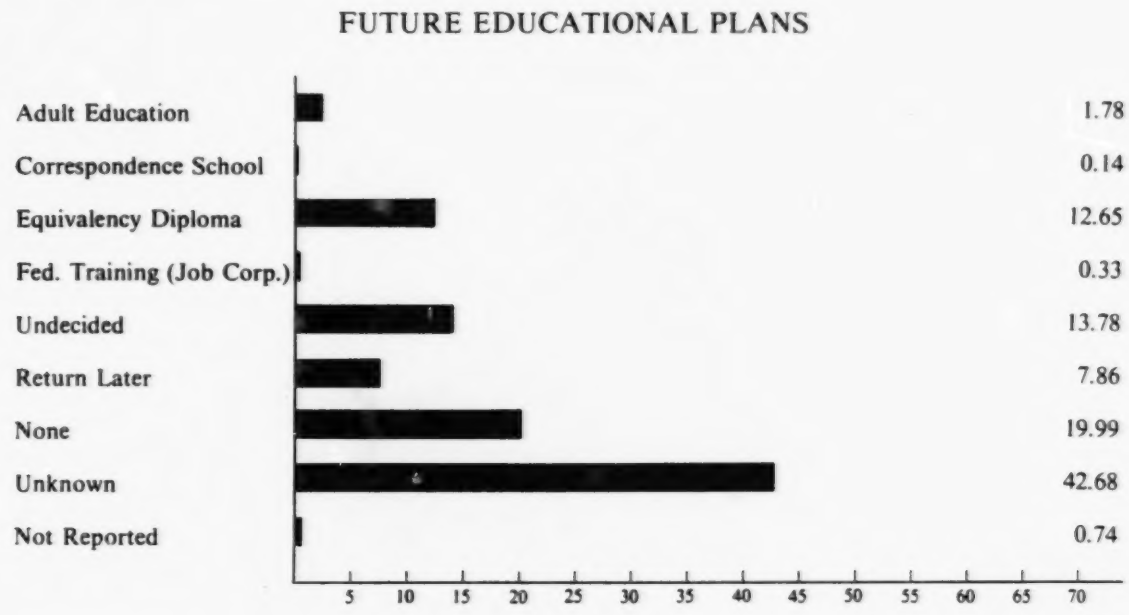


CONCLUSION: Over 35 percent of the dropouts have no prospect of a job or are not looking for one.

QUESTION: How can we help dropouts find employment?

DOES THE DROPOUT HAVE FUTURE EDUCATIONAL PLANS?

Future educational plans: Grid in the response that corresponds to the future educational plans of the student in the space provided.



CONCLUSION: Only 21 percent of the dropouts have future educational plans.

QUESTION: How can we help the other 79 percent of dropouts make some kind of educational plan?

APPENDIX

CALCULATING DROPOUT PERCENTAGES

Since 1974, the West Virginia Department of Education has been using a system of computing dropout rates which is rather uncommon, but which provides a realistic estimate of a hard to determine statistic. The key to establishing a method of calculating a dropout rate is to define what a "dropout rate" is. In West Virginia it is felt that the most meaningful definition of "dropout rate" is "the percentage of students exiting school without completing their educational program." This definition, as accepted, dictates the following formula for determing the dropout rate:

No. of Dropouts ÷ (No. of Graduates + No. of Dropouts) = Dropout Rate
5,367 ÷ (22,262 + 5367) = 19.43

This formula is valid if there are only two ways (other than death) of exiting school - graduation or dropping out.

The current method of computing dropouts in West Virginia has worked out quite well during the past ten years. The dropout rate, as calculated, has remained quite stable alleviating some fear that this procedure might cause calculated rates to vary widely from year to year and group to group. The methods of computing and defining dropout rates are compatible, thus making it easy to discuss the dropout rate with educators and the lay public. Finally, the dropout rate communicates clearly to educational decision makers that 19.43% of West Virginia's youth move out of the schools and into adult roles without a high school diploma.

Percent of Dropouts for 1984-85

Number of Graduates	Number of Dropouts	Total Graduates & Dropouts	Percent of Dropouts
22,262	5,367	27,629	19.43

Percent Of Dropouts

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Barbour	31.30	29.96	29.00	22.48	29.82	31.77	37.58	34.92	18.69	18.05	22.37
Berkeley	28.78	31.33	25.24	26.20	31.87	28.69	26.65	22.66	23.12	26.65	25.87
Boone	33.51	38.31	39.10	33.85	36.54	36.59	32.31	31.52	23.83	18.16	19.87
Braxton	30.47	22.10	18.57	21.15	35.09	31.03	14.75	30.07	27.48	27.01	27.42
Brooke	19.55	19.83	19.40	18.17	15.94	15.37	13.10	11.16	9.97	12.41	10.26
Cabell	23.58	27.17	25.38	28.29	24.82	23.46	20.13	21.19	15.15	19.37	15.14
Calhoun	22.92	34.62	31.51	36.21	39.20	38.36	34.55	31.76	26.57	23.61	30.00
Clay	38.10	37.67	20.36	24.48	41.26	38.18	31.10	28.44	24.12	29.41	36.02
Doddridge	25.37	19.64	29.22	33.33	22.46	35.07	30.20	32.43	30.76	33.07	36.29
Fayette	32.63	33.19	31.52	29.25	26.48	24.56	26.07	24.15	27.39	28.16	28.40
Gilmer	28.46	25.68	30.99	17.65	38.41	35.48	35.22	22.22	25.56	28.47	16.52
Grant	12.32	14.77	15.08	17.07	31.55	15.19	16.47	18.39	10.96	13.60	11.04
Greenbrier	31.55	32.26	30.87	28.67	37.27	37.92	31.82	28.86	17.55	18.82	11.80
Hampshire	26.75	23.15	31.65	23.60	18.15	22.51	24.64	22.68	27.20	18.07	31.09
Hancock	9.96	16.57	12.55	13.34	17.02	18.39	13.11	10.56	10.57	10.70	8.23
Hardy	23.76	26.11	23.50	25.37	23.91	25.67	20.94	18.24	19.27	16.86	19.08
Harrison	30.40	26.86	28.37	24.76	21.88	22.45	19.58	16.50	16.93	12.65	15.36
Jackson	17.52	12.40	16.45	15.02	20.57	18.12	14.53	14.84	15.23	17.81	13.13
Jefferson	36.67	27.12	34.58	37.55	40.04	30.94	31.59	33.27	22.85	25.33	25.70
Kanawha	25.56	20.83	22.27	22.03	23.62	21.32	19.76	16.58	15.78	12.73	14.50
Lewis	26.52	24.02	24.68	23.81	20.60	24.56	21.36	19.33	16.14	13.44	25.41
Lincoln	29.88	30.86	35.68	33.17	34.29	35.26	30.98	25.06	26.17	29.47	27.98
Logan	34.17	36.65	33.14	36.23	36.37	37.79	34.38	26.37	29.82	25.03	24.90
Marion	27.21	24.98	25.50	23.54	27.49	27.94	22.15	22.03	24.83	21.11	20.13
Marshall	26.43	25.76	28.50	23.16	21.48	15.52	24.63	15.95	13.13	11.74	17.22
Mason	21.08	17.39	19.38	18.96	19.47	15.51	12.34	21.18	14.35	14.96	16.11
Mercer	27.04	31.92	27.13	29.00	32.99	30.30	24.39	21.67	19.25	22.53	22.42
Mineral	14.88	15.45	17.76	21.11	15.25	14.99	17.56	14.58	14.43	11.95	9.47
Mingo	18.51	22.43	11.95	16.22	16.30	10.83	21.90	34.41	23.36	22.85	28.16
Monongalia	25.20	23.15	31.07	25.60	30.65	27.36	26.19	26.41	27.07	26.92	22.55
Monroe	20.22	23.53	19.14	11.83	24.27	20.10	21.29	22.33	16.26	17.36	22.22
Morgan	27.55	22.49	27.04	14.97	14.89	22.93	27.54	23.91	18.28	20.23	24.40
McDowell	42.47	44.86	46.01	42.63	36.43	39.39	41.91	37.73	35.28	26.53	23.28
Nicholas	25.76	24.06	25.48	29.57	29.37	22.18	18.14	21.70	25.22	15.93	15.16
Ohio	22.08	22.57	29.63	27.36	28.73	26.34	21.63	19.26	15.75	18.57	17.97

PERCENT OF DROPOUTS (Con't.)

	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Pendleton	16.15	21.31	15.11	17.69	12.98	12.00	13.01	21.43	15.32	18.11	12.70
Pleasants	28.47	20.65	27.71	28.08	26.71	18.37	23.08	17.50	21.79	14.38	15.91
Pocahontas	31.49	25.49	21.08	21.31	19.61	26.28	22.30	19.89	19.33	20.43	18.13
Preston	26.96	25.73	27.65	34.41	27.37	23.40	24.95	25.31	21.73	17.51	18.16
Putnam	22.88	25.04	23.81	20.51	23.34	21.02	15.70	11.56	12.82	14.72	12.46
Raleigh	33.44	35.36	37.67	37.03	36.07	28.84	26.72	25.57	26.92	29.99	30.79
Randolph	30.00	29.15	27.99	25.97	32.58	24.84	27.92	24.74	24.17	23.88	11.70
Ritchie	28.24	24.88	26.55	25.00	21.20	21.62	27.13	17.03	19.47	25.73	20.86
Roane	33.33	37.58	39.60	40.59	30.43	23.23	26.02	23.11	22.27	17.37	18.39
Summers	19.66	40.08	31.98	41.22	29.26	36.88	38.22	31.82	31.67	30.85	24.62
Taylor	32.51	34.35	30.35	38.51	27.59	25.00	24.67	15.06	24.62	26.07	23.46
Tucker	17.29	24.00	10.14	24.34	15.54	17.83	20.15	16.90	8.22	10.95	11.28
Tyler	22.99	21.14	17.62	30.81	12.50	23.81	14.37	11.44	9.82	13.81	13.61
Upshur	25.74	27.51	28.26	33.76	22.40	30.77	21.01	24.05	20.09	13.14	20.98
Wayne	26.42	32.95	32.33	31.63	38.61	30.16	26.78	25.36	21.29	22.74	21.25
Webster	56.18	48.24	55.46	45.96	56.18	50.79	36.32	28.44	29.30	25.49	26.79
Wetzel	22.48	20.87	22.45	17.73	22.05	19.26	20.71	17.94	17.24	15.17	13.33
Wirt	14.14	38.60	15.97	19.33	10.92	24.60	17.59	18.05	10.52	9.78	10.71
Wood	24.99	24.02	20.71	25.01	25.06	23.79	19.81	17.76	14.09	14.63	13.69
Wyoming	22.40	22.03	16.70	14.43	18.46	22.02	23.57	23.11	19.41	17.58	19.44
STATE	27.12	27.16	26.94	26.74	27.46	25.71	23.62	21.96	20.10	19.57	19.43

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POTPOURRI OF LOW COST DROPOUT PREVENTION ACTIVITIES

Developed by Barbara Dougherty and Jan Novak
Vocational Studies Center, University of Wisconsin-Madison

- build dropout prevention efforts on previously/currently successful programs and activities
- use dropout prone students as tutors to younger students in interage peer tutoring programs
- encourage individual staff members to take a personal interest in one or two students both in school and outside of school through an advisement or "adopt-a-student" program
- have individual staff members "adopt-a-student" for the entire time the student attends school in that particular building; then, the staff member helps to ease the transition to the next school the student attends by taking them to visit the school, meet with some teachers, and help the student identify the next person to "adopt" them
- implement an enrichment tutoring approach which focuses on talented and gifted students
- encourage administrators, dropout prevention staff, etc., to say positive things about individual (dropout prone) students to help school staff understand or see the students in a more positive/acceptable light
- utilize students as tutors to dropout prone students in peer tutoring programs/activities
- promote dropout prone students to volunteer to help community social service providing agencies
- have teachers/counselors help dropout prone students with study skills (e.g., student who never completes homework assignments because he/she forgets to take books home could be helped by putting homework assignments in top of locker throughout the day so that when in a hurry to catch the bus, the homework is in the top and books without assignments are in the bottom of locker)
- use special events to generate interest in the school and education (e.g., parent/child dinners, gym nights, art nights, alumni reunions)
- invite students in dropout prevention program and students who have left school to talk about their jobs, what they do, the type of people they work with, working conditions, potential promotions, salary/wages, employer attitudes toward employees, etc.
- utilize JTPA programs to provide work and training opportunities
- have dropout prone students in program/activity assume responsibility for plants, etc., in "drop-in center," counseling area, teachers' lounge, conference room, etc.
- have dropout prone student in program assume responsibility for reading newspapers and posting job openings on bulletin board in program room
- have dropout prone student in program (with typing skills) type newsletter, news releases, thank you letters for speakers, etc.
- have program students paint pictures, draw cartoons, make posters, refinish used furniture, etc., for "drop-in center," counseling center, program room, teachers' meeting room, etc.
- utilize volunteers from community to help in classrooms and throughout the school
- develop a system where volunteers call parents of students who are absent

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- encourage retired persons to help/volunteer to work with or spend time with potential dropouts
- organize volunteers to help with clerical tasks (e.g., typing, bookkeeping, filing, organizing materials)
- solicit college students to volunteer to work with , tutor and develop resources/materials for remedial and/or gifted dropout prone students.
- disseminate dropout prevention program/activity newsletter for school staff, parents, and community
- prepare news releases for school and local radio and/or TV stations, newspapers, etc.
- ask local businesses and industries to pay for radio or television spots
- hold conferences/visits/meetings with parents of dropout prone youth
- ask school staff to assist in curriculum development and selection of resources/materials for use with dropout prone students
- use junior high texts for remedial materials in senior high
- make "used" post-secondary texts (vocational education, college) available for gifted and talented dropout prone students
- use newspaper, magazines, paperbacks, etc., for current, less expensive classroom materials (staff might bring in day old papers; local newspaper might donate extra papers)
- have dropout prevention staff work with other school staff members to develop materials, audio-visual resources, etc., that present program/activities to the school, students or community (e.g., art teacher might design posters, English or journalism teacher could write news releases/newsletter, staff member with photography interest could take/develop pictures of students in dropout prevention program activities)
- have school board members participate in program planning
- have dropout prevention staff meet with school board members to keep them informed, gain their support, etc.
- have staff make presentations to local groups about the dropout problem, what people in the community can do to help the schools, and what the school is doing to meet the needs of its students
- identify "a shaker and a mover" to get the idea and plan for dropout prevention going
- have dropout prevention staff spend time in teachers' lounge (or appropriate location) to increase visibility and communication with other staff
- invite school staff (teaching, clerical, maintenance, etc.) to talk with dropout prone students about their experiences, jobs, careers, etc.
- ask school staff members to report/comment on the attendance, attitude, performance, etc., of students participating in the dropout prevention activities
- identify "leaders" of various staff groups and work with them to "win" their support and encourage their support for dropout prevention efforts
- ask business/industry public relations people to help develop a dropout prevention campaign, improve school image campaign, etc.
- request and use donations of discarded equipment, supplies, etc., for program activity

- ask business, trade, and industry to make small donations (e.g., "$25 will buy us a couch for the drop-in center")
- invite workers to talk to students about their jobs, need for high school diploma, usefulness of an education, etc.
- encourage employers to talk to their employees, many of whom are parents, about the importance of a high school diploma, how to help their children in school, etc.
- promote community development of work sites for dropout prone youth
- ask business and industry groups/companies to let you talk to their employees, many of whom are parents, about helping their children stay in school, how to talk with or ask questions to teachers, etc.
- have local business and industries write letters that can be shown to potential dropouts that tell why they want to hire people with diplomas
- ask local printer to donate printing services for posters, fliers, newsletters, etc.
- encourage school staff, school board members, advisory committee members, business and industry, etc., to express their support for dropout prevention efforts in writing so that it can be shared with others
- establish a home visit program to improve home-school relations
- involve **both** mothers and fathers in conferences to discuss student progress, problems, etc.
- have parents participate on advisory committees, task forces, or assessment/evaluation teams
- invite and encourage parents to help at school
- request school staff to call parents when potential dropout has done something "good"--not only when there is a problem
- make on-going or current parenting skills classes accessible/inviting to parents of dropout prone students
- offer inservice, educational, or awareness activities to school staff to explain dropout prevention program/activity objectives, functions, etc.
- involve school staff in the planning and implementation of dropout prevention efforts
- generate an attitude of "caring for students" and a general atmosphere of "I am/we are interested in you as a student and individual" in the school district (this frequently begins with the school administrators)
- promote dropout prevention staff to meet with members of school staff on an **individual** basis (in addition to group presentations or discussions)
- involve school staff in evaluation/feedback activities
- use local public library community information and referral service for information concerning government and private services available to help your local dropout prevention effort
- request information, suggestions, etc., from individuals working with dropout prone students in other schools in area/state/nation
- conduct meetings and/or cooperative efforts with church groups

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- utilize/develop parent/family support groups within the church network
- encourage dropout prone youth to utilize services available through local Job Service office
- initiate cooperative efforts with post-secondary schools, colleges, and universities (e.g, advanced placement, enrollment in courses) to provide services to dropout prone youth
- make services available to dropout prone youth through vocational, technical and adult education
- encourage constructive feedback from the community–and school
- borrow student and teacher materials with specific information (e.g., life skills, career education) and aimed at different skill levels

BUREAU OF VOCATIONAL, TECHNICAL & ADULT EDUCATION
II-A YOUTH PROGRAM BRIEFS

County	Program Briefs	Type of Program
Berkeley	Middle Schools & High Schools Funded for $270,215 Plan to serve 240 in-school youth, 14-21 years of age Preemployment, work maturity, basic education skills and career awareness-work experience for some students Tryout employment available for appropriate seniors	In-School Dropout Prevention
Boone	Scott, Sherman and Van High Schools Funded for $92,876 Plan to serve 200 in-school youth, 14-15 years of age Preemployment skills training	In-School Dropout Prevention
Brooke	Brooke County High School Funded for $46,170 Plan to serve 55 in-school youth, 16-22 years of age Preemployment skills training and work experience	In-School Dropout Prevention/Work Experience
Calhoun	Calhoun-Gilmer Career Center Funded for $12,038 Plan to serve 12 in-school youth, 16-21 years of age Tryout employment in conjunction with regular skill training programs	In-School Dropout Prevention/Tryout Employment
Fayette	Countywide - 8th-12th Grades Funded for $190,410 Plan to serve 230 in-school youth, 14-21 years of age Preemployment, work maturity and job specific skills with a comprehensive approach to serve youth throughout the county	In-School Dropout Prevention
Hampshire	Hampshire County Career Ctr. Funded for $40,442-includes needs based based payments Plan to serve 30 out-of-school youth, 16-21 years of age Preemployment, work maturity, basic education skills and GED	Out-of-School Career Life Preparation
Lincoln	Lincoln Co. Vo-Tech Center Funded for $50,654 Plan to serve 15 out-of-school youth, 16-21 years of age Preemployment, work maturity, skill training and GED	Out-of-School Career Life Preparation

Marion	White School Alternative Language Center Funded for $62,911-includes needs based payments Plan to serve 45 out-of-school youth, 16-21 years of age Preemployment, work maturity, basic education skills, GED and tryout employment	Out-of-School Career Life Preparation
McDowell	Mount View & Big Creek High Funded for $95,401 Plan to serve 80 in-school youth, 14-21 years of age Preemployment, work maturity, basic education, vocational and career exploration	In-School Dropout Prevention
Mercer	Mercer Co. Vo-Tech Center Funded for $51,756 Plan to serve 82 in-school youth, 14-21 years of age Preemployment, work maturity, basic education & career awareness	In-School Dropout Prevention
Mingo	Mingo Co. Vo-Tech Center Funded for $58,613 Plan to serve 25 in-school youth, 16-21 years of age Preemployment, work maturity, basic education and job specific skills	In-School Dropout Prevention
Monongalia	Monongalia Co. Vo-Tech Center Funded for $46,745 Plan to serve 31 in-school youth, 14-15 years of age Preemployment skills training Plus limited work experience youth - 16-21 years of age	In-School Dropout Prevention
Monroe	Monroe Co. Vo-Tech Center Funded for $26,224 Plan to serve 12 in-school youth, 16-21 years of age Preemployment and work experience	In-School Dropout Prevention
Morgan	Berkeley Springs & Paw Paw High School Funded for $47,562 Plan to serve 40 youth 16-21 years of age Preemployment, work maturity, basic education for both in and out-of-school youth Work experience for in-school youth and GED for out-of-school youth	In-School Dropout Prevention/Out-of-School Youth
Nicholas	Nicholas Co. Vo-Tech Center Funded for $22,037 Plan to serve 30 in-school youth, 16-21 years of age Preemployment, work maturity, basic education, remediation and career exploration	In-School Dropout Prevention

Ohio	Wheeling Park High School Funded for $16,621 Plan to serve 15 in-school youth, 16-21 years of age Preemployment, work maturity and tryout employment in conjunction with co-operative education program	In-School Dropout Prevention/Tryout Employment
Pendleton	Franklin & Circleville High Schools Funded for $50,931 Plan to serve 40 in-school youth, 14-21 years of age Preemployment, work maturity, basic education for all youth, GED for out-of-school youth, & tryout employment for in or out-of-school youth as needed for placement	In-School and Out-of-School Youth
Pocahontas	Pocahontas County High School Funded for $59,998 Plan to serve 30 in-school youth, 14-15 years of age Preemployment skills training	In-School Dropout Prevention
Preston	Preston Co. Educational Ctr. Funded for $46,259 Plan to serve 30 in-school and out-of-school youth, 14-21 years of age Preemployment, work maturity, basic education, career exploration and tryout employment	In-School and Out-of-School Youth
Raleigh	Trap Hill Middle School Funded for $26,147 Plan to serve 30 in-school youth, 14-21 years of age Preemployment skills training	In-School Dropout Prevention
Randolph	Randolph County Schools Funded for $52,171 Plan to serve 45 in-school youth, 14-21 years of age Preemployment skills training, work maturity, basic education and work experience	In-School Dropout Prevention
Summers	Summers Co. Career Center Funded for $34,525 Plan to serve 30 in-school youth, 16-21 years of age Preemployment, work experience	In-School Dropout Prevention
Tucker	Tucker Co. Career Center Funded for $10,206 Plan to serve 30 in-school youth, 14-15 years of age Preemployment skills training	In-School Dropout Prevention
Webster	Webster County High School Funded for $57,212 Plan to serve 40 in-school youth, 14-21 years of age Preemployment, work maturity, basic education and skill training	In-School Dropout Prevention

Wetzel	Wetzel Co. Career Center Funded for $25,707 Plan to serve 30 in-school youth, 16-21 years of age Preemployment, work maturity, basic education and skill training	In-School Dropout Prevention
Braxton Cabell	Plan to serve 352 in-school youth Funded for $757,999 Clay	Youth Tryout Employment
Braxton Cabell Clay Greenbrier Hampshire Hancock Hardy Harrison Jackson Lincoln Logan Marion Marshall Mason Mineral Mingo Monongalia Morgan Mercer Nicholas PRT Putnam Raleigh Wayne Wood Wyoming	Plan to serve 352 in-school youth Funded for $757,999 Tryout employment is the placement of seniors in high school, i.e., co-op students and/or out-of-school youth in jobs for training with a reimbursement of $3.35 an hour to the employer up to 250 hours. The students must be hired before reimbursement can take place.	Youth Tryout Employment

BUREAU OF VOCATIONAL, TECHNICAL & ADULT EDUCATION
EIGHT PERCENT (8%) YOUTH BRIEFS

County	Program Briefs	Type of Program
Greenbrier	Anthony Career Center Plan to serve 88 incarcerated students Career Life Preparation School to Work Skills Training Simulated OJT	In-School Dropout Prevention
Kanawha	Operate out of Kanawha Co. Funded for $107,000 Plan to serve 71 in-school youth, 14-21 years of age Preemployment, work maturity, basic education skills and career awareness-work experience for some students	In-School Dropout Prevention
RESA V	Operate out of RESA office in Parkersburg Program presently funded Requested funding - $324,059 Plan to serve 280 in-school youth, 14-21 years of age Preemployment, work maturity, basic education, career exploration Following counties served by RESA V: Calhoun, Jackson, Pleasants, Ritchie, Roane, Tyler, Wirt and Wood	In-School Dropout Prevention
RESA VII	Operate out of RESA office in Fairmont New program Requested funding $225,472 Plan to serve 240 in-school youth, 14-21 years of age Preemployment, work maturity, career exploration Following counteis served by RESA VII: Barbour, Doddridge, Gilmer, Harrison, Lewis, Marion, Monongalia, Preston, Randolph, Taylor, Tucker and Upshur	In-School Dropout Prevention
RESA VIII	Operate out of RESA office in Martinsburg Program funding $328,192 Plan to serve 275 in-school youth, 14-15 years of age RESA VIII: Berkeley, Grant, Hampshire, Hardy, Jefferson, Mineral, Morgan and Pendleton	In-School Dropout Prevention